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ABSTRACT

Information concerning the goals and objectives of a teacher-advisor program in an Oklahoma middle school are presented, as well as an overview of the program's methods. The program is designed to foster significant and supportive relationships between students and teachers and student self-esteem through special interest classes. School-community rapport is also encouraged. The material in this report consists largely of graphics and illustrations. (LH)

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TEACHER ADVISOR

CONTACT-ORIENTED PROGRAM

HOOVER MIDDLE SCHOOL
OKLAHOMA CITY, OKLAHOMA

SP014767

MECHANICS OF PROGRAM

Self-worth, the sense of belonging, and the building of leadership are very basic needs of our Middle School students.

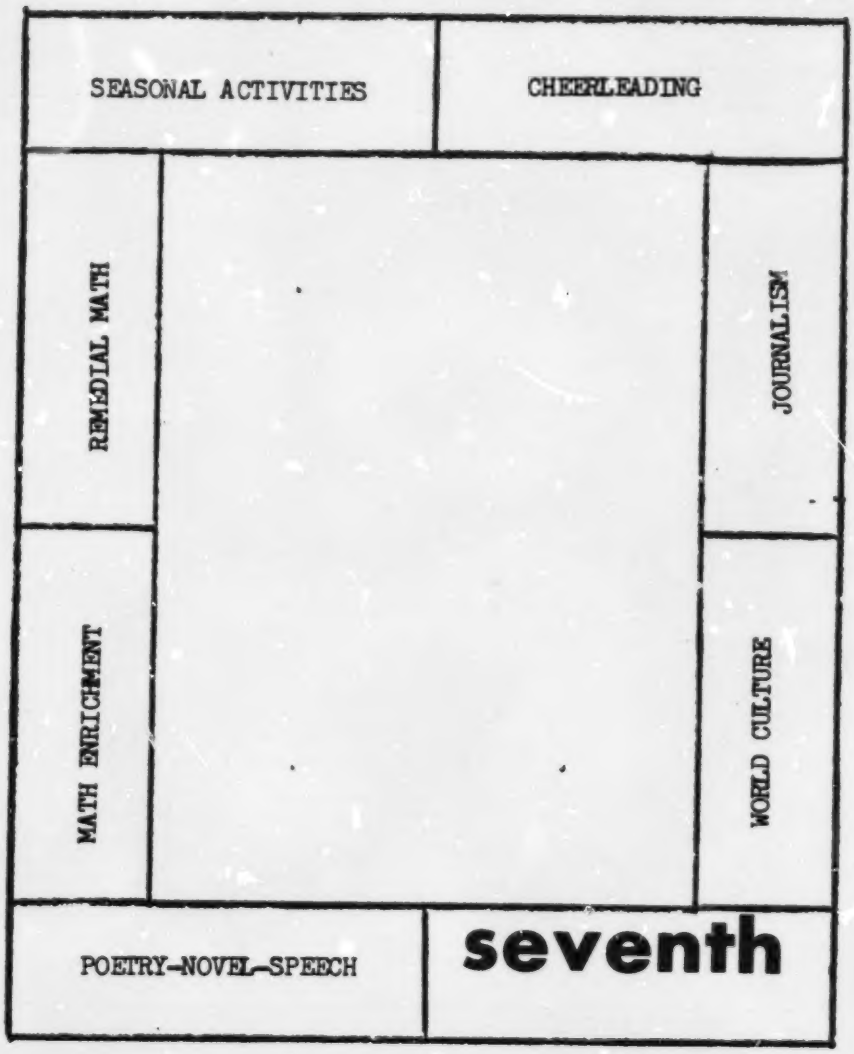
The Teacher-Advisory Program provides a setting to help meet these needs.

1. Professional staff members are assigned to students through their Special Interest classes.
2. Teams are to determine and receive approval from the principal for their Special Interest classes.
3. Some teachers will also be involved with combination of grade levels.
4. Students selecting the Special Interest classes are to have as their T.A. the teachers of their Special Interest class.
   Exception: Personality conflicts between student and teacher.
5. Scheduling of T.A. conferences will be determined by T.A. Committee.

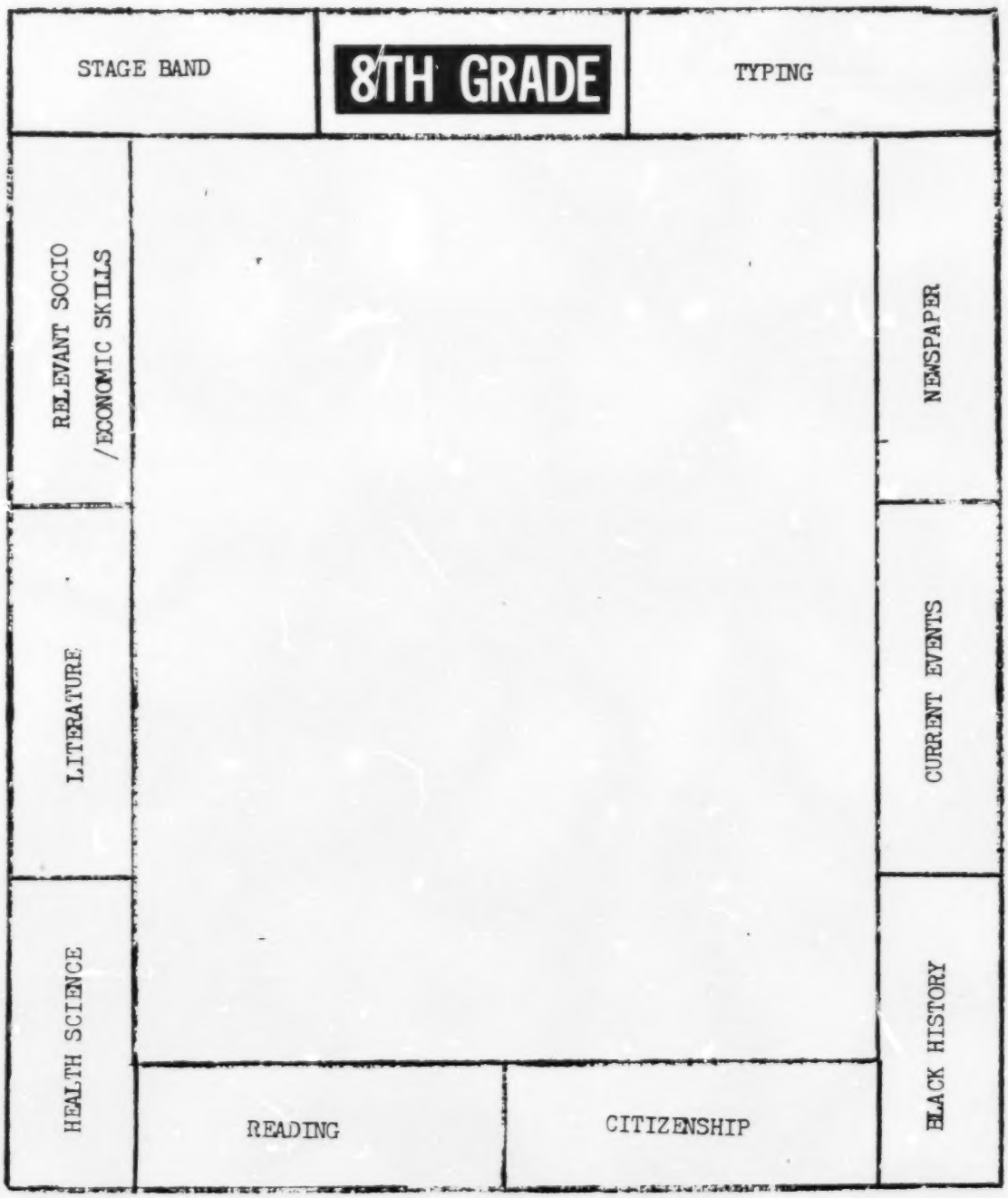
ta

activities

SPANISH
6TH
WORLD TRAVEL
MATH/ART DESIGN
1979
ENERGY CONSERVATION
SOCIAL STUDIES
HUMAN RELATIONS
SCIENCE ACTIVITIES
INDIVIDUALIZED READING


SEASONAL ACTIVITIES
CHEERLEADING
REMEDIAL MATH
JOURNALISM
MATH ENRICHMENT
WORLD CULTURE
POETRY-NOVEL-SPEECH
seventh

SPECIAL INTEREST CLASSES



INTRA-MURAL PROGRAM

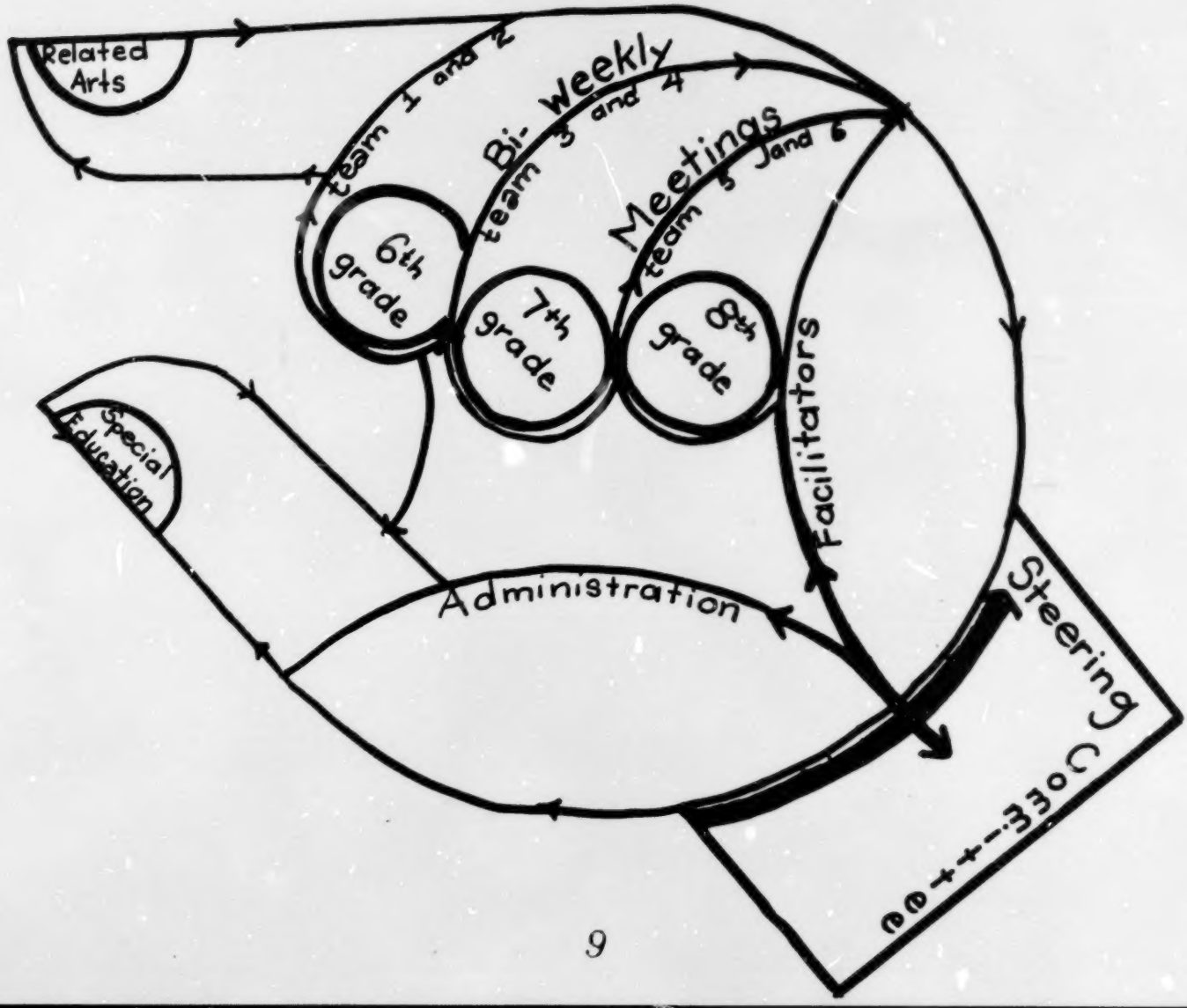
Along with the T.A. program and the Special Interest class, we will have an Intra-Mural program.

Sports Intra-Murals

STEERING COMMITTEE

A staff member from each team or department will serve as facilitators for the Teacher-Advisor program.

1. The facilitators will in turn meet at least once a month for planning and discussion.
2. The facilitators will in turn meet with their team members once bi-weekly for feedback relating to the Teacher-Advisor program.



STEERING COMMITTEE

TEAM II

TEAM IV

COUNSELOR

IN-HOUSE SUSPENSION

PHYSICAL EDUCATION

TEACHER ADVISOR

COORDINATOR

ADMINISTRATOR

TEAM V

SPECIAL EDUCATION

TEAM III

RELATED ARTS

TEAM VI

TEAM I

HOOVER MIDDLE SCHOOL

TEACHER-ADVISOR (T.A.) PROGRAM

"A CONTACT ORIENTED T.A. PROGRAM"

The teacher advisor role has immense potential for helping humanize a school environment.

The system must be given time to do the job.

The T.A. Role can promote a more effective and efficient organization through the increased personal relationship with students.

We as teachers, can learn a great deal more, than we currently do, about our school culture, its interpersonal environment, its problems, etc., therefore, be able to make suggestions for improvement.

GOAL

TO PROVIDE EACH T.A. THE OPPORTUNITY TO GET TO KNOW EACH ADVISEE AS WELL AS POSSIBLE - AND TO PROVIDE ADVISEES AN OPPORTUNITY TO ESTABLISH A TRUSTING RELATIONSHIP WITH THEIR T.A.

ACTIVITY

T.A./ADVISEE MEETINGS ONE-TO-ONE.-(GROUP)

GOAL

TO PROVIDE EACH T.A. DATA, + AND - ON SCHOOL PERFORMANCE OF ADVISEES.

HOOVER MIDDLE SCHOOL
TEACHER-ADVISOR CONTACT CARD

☐ Counselor

..... Grade..... Sex..... Race.....

..... Date .....

.....

.....

☐ Concerned for Health
☐ Personal Hygiene and Appearance
☐ Called Home or
☐ Sent Letter to Home
☐ I Reached the Parent
☐ Wish T-A to Contact
☐ Sent Mid-Quarte
☐ Conferred Wi

☐ Peer Acceptance Problems

Specific Explanation: .....

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1st Copy – Teacher/Advisor
2nd Copy – Parents

3rd Cop
4th Cop

ACTIVITY

SCHOOL CONTACT ACTIVITIES CONTACT CARD SYSTEM.

GOAL

TO PROVIDE EACH ADVISEE A PLACE TO "DUMP THEIR BUCKET".

HOW I FEEL

I Have Feelings

AFRAID

SAD

PROUD

ANGRY

LONELY

GOOD

ACTIVITY

SURVIVAL ASSISTANCE

GOAL

TO PROVIDE PARENTS A BRIEF OVERVIEW OF T.A. AT HOOVER.

DEAR PARENTS:

AT HOOVER WE ARE ENDEAVORING TO INCREASE THE PERSONAL RELATIONSHIPS BETWEEN TEACHER AND STUDENT THROUGH A TEACHER-ADVISORY PROGRAM. YOUR STUDENT WILL BE INVOLVED IN THIS PROGRAM AT THE BEGINNING OF EACH SCHOOL DAY. TEACHERS ARE ASSIGNED TO STUDENTS THROUGH SPECIAL INTEREST CLASSES.

SELF-WORTH A SENSE OF BELONGING AND THE BUILDING OF LEADERSHIP ARE BASIC NEEDS OF OUR MIDDLE SCHOOL STUDENTS. THE TEACHER-ADVISORY PROGRAM PROVIDES A SETTING TO HELP MEET THESE NEEDS.

CONFERENCES WILL BE HELD AS OFTEN AS NECESSARY TO ASSURE THE ACADEMIC PROGRESS, POSITIVE CLASSROOM BEHAVIOR AND EXCEPTIONAL ACHIEVEMENT OF YOUR STUDENT.

A TEACHER-ADVISOR CONTACT CARD WILL BE USED BY TEACHERS TO SHARE INFORMATION WITH PARENTS - ADVISORS - STUDENTS CONCERNING THE ADVISEE.

I FEEL THIS PROGRAM ADDS A MUCH NEEDED DIMENSION TO OUR SCHOOL AND ONE WHICH ASSURES EACH CHILD THAT SOME ONE FACULTY MEMBER REALLY CARES ABOUT HIM. EACH PARENT IS ASSURED THAT SOME ADULT AT SCHOOL REALLY KNOWS HIS STUDENT.

WE LOOK FORWARD TO SEEING YOU SOON AND SHARING IN YOUR CONCERN FOR YOUR CHILD.

VERY TRULY YOURS,
Robert E. Higgins
ROBERT E. HIGGINS
PRINCIPAL

ACTIVITY

LETTER FROM PRINCIPAL TO PARENTS.

GOAL

TO IDENTIFY W/PARENTS THE T.A.'S NAME, PURPOSE, ETC., AND TO ENCOURAGE TWO WAY HOME/SCHOOL COMMUNICATION.

ACTIVITY

HOME CONTACTS BY TEACHER ADVISOR.

GOAL

TO PROVIDE PARENTS/ADVISEES OPPORTUNITIES TO DISCUSS STUDENT'S PROGRESS.

ACTIVITIES

STUDENT CONDUCTED PARENT CONFERENCES.

GOAL

TO PROVIDE HOMES POSITIVE FEEDBACK ON SOME ASPECTS OF EACH STUDENT'S SCHOOL EXPERIENCE.

OKLAHOMA CITY PUBLIC SCHOOLS
INDEPENDENT DISTRICT 89, OKLAHOMA COUNTY

HAPPYGRAM

TO THE PARENTS OF: _____

MESSAGE: _____

_____

_____

_____

SIGNED: _____

_____

ACTIVITY

POSITIVE HOME CONTACTS.

THE TEACHER-ADVISOR CONTACT CARD

The contact card, generally issued by the classroom teacher, is sent to the student's advisor, parent(s), and counselor.

The card includes information concerning the student's academic progress, classroom behavior, exceptional behavior, exceptional achievement, and other topics.

HOOVER MIDDLE SCHOOL
TEACHER-ADVISOR CONTACT CARD

☐ Counselor

Student ..... Grade..... Sex..... Race.....

Teacher-Advisor ..... Date .....

Staff Member Filing Card .....

Department .....

- ☐ Academic Improvement
- ☐ Academically Sound
- ☐ Academic Difficulty
- ☐ Positive Behavior
- ☐ Negative Behavior
- ☐ Habitual Tardiness
- ☐ Poor Study Habits
- ☐ Excessive Absence
- ☐ Peer Acceptance Problems
- ☐ Concerned for Health
- ☐ Personal Hygiene and Appearance
- ☐ Called Home or
- ☐ Sent Letter to Home
- ☐ I Reached the Parent
- ☐ Wish T-A to Contact Home
- ☐ Sent Mid-Quarter Report
- ☐ Conferred With Student

Specific Explanation: .....

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1st Copy – Teacher/Advisor
2nd Copy – Parents

3rd Copy – File Copy
4th Copy – Counselor Copy

The Teacher-Advisor paraphrases the information an the contact card and shares the information with his Advisee in T.A.

The contact cards help the Advisor keep in touch with the progress of all students and is a beneficial tool in follow-up work with the students.

The contact card will also be used in parent-student-advisor conferences.

The T.A. and parent copy is to be given to the Teacher Advisor.

The Teacher Advisor gives the pink copy to student to take home.

Each teacher writes a minimum of four (4) contact cards per week.

They are to cooperatively meet as a team once a week to share and discuss contact cards of their advisee, striving to better understand the student and the student's needs.

IMPLEMENTATION TIPS/ISSUES

COMMITMENT PROCESS ADVISED

- Upper Level Administration
- Faculty
- Parents

ON-GOING SUPPORT STRUCTURE HELPFUL

- T/A Coordinator
- T/A Steering Committee
- Advisor Teams
- Program Goals/Evaluation/Publicity

PUBLICIZED EDUCATIONAL GOALS (COMPATIBLE)

- Long-term advisor/advisee relationships are desired for students.
- Opportunities for students to practice goal-setting in academic, vocational, and personal areas.
- Structured learning opportunities for increased understanding of self and others.
- Simplified system for home-school communication.

(+) PREDICTIONS:

- ✓ Parental support
- ✓ Human interest stories
- ✓ Increased information flow

(-) PREDICTIONS:

- ✓ Teacher opposition
- ✓ Staff insecurity
- ✓ Unpopular matches
- ✓ Typical early errors::
  - No unbrella philosophy (school)
  - Insufficient materials-ideas
  - Inadequate Advisor-Advisee Sharing
  - Under-utilization of staff/ community
  - Lack of a co-ordinator-facilitator
  - Inadequate P/R

TEACHER - ADVISOR SYSTEM

	STUDENT PLANNING
Goal-Setting	Academic Vocational Extra-Curricular
	HUMAN DEVELOPMENT
Self Concept	Self-Awareness: Interests/Values/Abilities Problem-Solving/Decision Making Communication Skills
	PARENT CONFERENCES
School Home Communications	Student Reports to Parents Advisor Contacts Home
	SURVIVAL ASSISTANCE
Someone who will listen	School Problems Home Problems Community Problems

- Personal Relationships are Desired by Teachers.
- Personal Relationships are Desired by Students.
- Advising Function as a Natural Extension of Teaching.
- Persons who see Themselves as Valuable and Responsible Tend to Behave in Ways that Have Value and are Responsible.

ANTECEDENTS OF SELF-ESTEEM

POSITIVE SELF-CONCEPT -
PERSONAL RESPONSIBILITY

WARMTH - CARING
ENCOURAGEMENT
OPPORTUNITY TO CHOOSE

HIGH EXPECTATIONS

FIRM - JUST DISCIPLINE